



ESSER 3 LEA Plan of Use for Burton Glen Charter Academy

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

Mitigation	Details
Aramark Cleaning	Additional cleaning of surfaces to prevent and mitigate the spread of COVID. Specifically, door handles, switches, desktops, and counters.
HVAC Filters	Additional air purification.
PPE	Provided for students, staff, and visitors to prevent/mitigate COVID. Consists of masks, gloves and hand sanitizer.
Entrance Logistics	Having our students and staff enter and exit at separate doors in order to minimize traffic. However, please advised that this was not funded by ESSER 3.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Learning Loss	Data	Stakeholder Survey Input	Details of Investment
Curriculum Specialists (Science, SS)	One of our 5 th grade teachers has one year of experience with Burton Glen and our Middle School Social Studies teacher has 3 years of experience with us. Our M-STEP data suggests that in the last three years, our proficiency has been low:	In the Stakeholder Surveys, there were 8 Stakeholders who recommended professional development to grow our teachers to be effective with curriculum implementation.	As a school we are determined to develop our teachers with professional development in our curriculum tools to teach effective teaching practices and data analysis in the content areas. We have three grade level content leads who have ELA expertise to support our staff in



	<p><u>Science</u> 2020-21 5th Grade – 5% 8th Grade – 5% 2021-22 5th Grade – 11% 8th Grade – 17% 2022-23 5th Grade – 8% 8th Grade – 14%</p> <p><u>Social Studies</u> 2020-21 5th Grade – 4% 8th Grade – 5% 2021-22 5th Grade – 6% 8th Grade – 5% 2022-23 5th Grade – 2% 8th Grade – 2%</p>		<p>ELA. We also have two experienced At-Risk Math teachers who support Math. We needed curriculum specialists science and social studies to help grow our classroom teachers.</p>
<p>Tutoring Teachers</p>	<p>Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically absent, the need to fill gaps of unfinished learning increased.</p>	<p>The Stakeholder surveys for tutoring was 25 Stakeholders asked for before/after school tutoring.</p>	<p>Providing after-school tutoring to approximately 200 students below the 25thile were invited and then others were offered to fill the remaining spaces. Students participated in online learning programs such as Lexia and DreamBox to meet individual learning needs. Teacher met with small groups of students to work on skills aligned to grade level priority standards. Bridges intervention lessons for math and</p>

			teacher created lessons for ELA. Students engaged in tutoring 2 days a week throughout the school year.
Tutoring Paraprofessionals	The 3rd grade cohort of student learning was impacted during COVID with the foundational grades. Our data suggests that 3 rd grade ELA M-STEP scores decreased from 25% (2021-22) to 21% (2022-23).	The Stakeholder surveys for tutoring was 15 Stakeholders recommended for before/after school tutoring.	Tutoring paraprofessionals were placed with tutoring teachers according to highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.
Summer Paraprofessionals	Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically absent, the need to fill gaps of unfinished learning increased.	The Stakeholder surveys for tutoring was 20 Stakeholders asked for summer learning.	Tutoring paraprofessionals were placed with tutoring teachers according to the highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.

<p>Summer Learning Coordinator</p>	<p>Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically absent, the need to fill gaps of unfinished learning increased.</p>	<p>The Stakeholder surveys for tutoring was 20 Stakeholders asked for summer learning.</p>	
<p>Tutoring Coordinator</p>	<p>Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically absent, the need to fill gaps of unfinished learning increased.</p>	<p>The Stakeholder surveys for tutoring had 15 Stakeholders recommended for before/after school tutoring.</p>	
<p>Attendance Liaison</p>	<p>Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically</p>		<p>With such a large number of students being chronically absent, we wanted to provide an Attendance Liaison for each Wing (K-2, 3-5 and 6-8)</p>



	<p>absent, the need to fill gaps of unfinished learning increased.</p>		
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Paraprofessionals	<p>Our ELA and Math data informed us that we needed to provide intervention for our students during the ELA and Math core blocks of instruction. We provided all day paraprofessionals in every 3rd – 5th grade class to support the following:</p> <p>3rd grade ELA 2020-21 – 4% to 2021-22 – 25%</p> <p>3rd grade Math 2020-21 – 6% to 2021-22 – 19%</p> <p>4th grade ELA 2020-21 – 13% to 2021-22 – 21%</p> <p>4th Grade Math 2020-21 – 14% to 2021-22 – 7%</p> <p>5th grade ELA 2020-21 – 8% to 2021-22 – 21%</p> <p>5th grade Math 2020-21 – 6% to 2021-22 – 8%</p>		<p>Instructional Paraprofessionals were provided to each class in grades 3-5 in order to structure a team teaching model for all students since so much learning loss happened during the pandemic.</p>

Summer Teachers	Following COVID we had high student absent rates. Summer Learning gave us additional learning time for students that are low academically or high absenteeism. With over 50% of students chronically absent, the need to fill gaps of unfinished learning increased.	The Stakeholder surveys for tutoring was 20 Stakeholders asked for summer learning.	Tutoring teachers were placed with tutoring paraprofessionals according to highest needs and highest number of students in a class. This ensured small group tutoring in all tutoring sessions. Teachers provided the tutor paras with the materials to hold their small groups.
Tutoring Supplies (Binders)			
Summer Supplies (Student workbooks, uniforms and general supplies)			
Chromebooks (one to one) Student Technology			
Digital Curriculum (Classkick, DreamBox, Easy Tech with Inquiry Student License, Edcite, eSora Books, GoGuardian, Typing Club, and Virtual Corrective Reading and Reading Mastery)			


Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

Educational Technology Specialist (ETC)
Summer Educational Technology Coordinator (ETC)
Summer Office Administrator Staff
Summer Achievement Behavior Support Specialist
Achievement Behavior Support Specialist
Staff Retention and Recruitment Bonuses
Art of Coaching Professional Development
New and Novice Teacher PD Courses – Mentor Teacher Program
Summer Student Family Liaison
Communities in Schools – Student/Family Support
Single Audit Fees
Instructional Coaches
Chromebook Cases
Chromebook Carts
Headphones
Student Family Liaison
Summer Bus Monitors
Summer Bus Liaisons
Summer Bussing

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We ensure that our Intervention Program supports all students from an academic, social emotional and mental health standpoint. This includes all students in the building regardless of subgroup (i.e., ethnicity, free and reduced lunch (FRL), students with disabilities, homeless, English learners, migratory students, or foster care). All students at Burton Glen Charter Academy will have access to the following:

- Achievement Behavior Support Specialist – Social Emotional Support
- Student Family Liaison – Mental Health Support
- Social Worker - Mental Health Support
- Community in Schools – Student/Family Support



In addition to sports, we will also provide after school enrichment for students inclusive of the following (robotics, podcasting, poetry, hip hop dance and video gaming).

Other non ESSER 3 funded initiatives like Future Men (Male Leadership and Mentoring), Sparkle Pink (Female Mentoring) will be providing additional social emotional support to all students. However, regarding our students with disabilities, the following are expectations of our Special Education Teachers:

- Collaboration with the general education teachers on how students will be assessed in core curriculum.
- Support the facilitation of core assessments identified in ELA and math for students on their caseloads.
- Support the creation of learning loss plans for both ELA and math with general education teachers.

Finally, decreasing Chronic Absenteeism (from 52.8% in school year 2022-23) is a major part of addressing learning loss. We have several initiatives in place that are being facilitated by our Attendance Liaisons. We have also adopted a motto. “Academics Go Down When You’re Not Around”!